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ABSTRACT

This paper briefly discusses the uses of literary and professional texts in exceptional children teacher education and then reports on two studies examining the effects of literary texts on changing attitudes of prospective teachers toward children with disabilities. In the first study, an experimental section of an introductory course in teaching utilized a literary text-based course module, whereas the control group section read chapters from standard texts. In the second study, special education majors who were enrolled in an introductory course in the education of children with emotional and behavioral disorders read either literary trade books or chapters from standard texts. In both studies, reading literary texts was more effective than reading professional texts in promoting positive attitude change. The paper discusses change mechanisms existing within literature and the therapeutic components created through the use of literature, drawing implications for the use of literature in teacher education. Data on each of the two studies are attached. (Contains 50 references.) (DB)

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Using Literary Texts in Teacher Education to Promote Positive Attitudes Toward Children with Disabilities

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Abstract

This article briefly discusses the uses of literary and professional texts in exceptional children teacher education and then poses a testable question: Does a relationship exist between reading literature about children with disabilities and attitudes toward children with disabilities? Two separate experimental studies are then described examining the effects of literary texts in teacher education on changing attitudes toward children with disabilities. In both studies reading literary texts was more effective than reading professional texts in promoting positive attitude change. Change mechanisms existing within literature and the therapeutic components created through the use of literature are discussed. Implications for the use of literature in teacher education are offered.

"Using Literary Texts in Teacher Education to Promote Positive Attitudes toward Children with Disabilities"

Regular education teacher attitudes and expectations toward children with disabilities are often stereotypic and negative (Horne, 1985, Scruggs & Mastropieri, 1996) and these expectations breed futility in both students and teachers (Long, 1996). Children and youth with disabilities are assigned a multitude of negative traits by educators. They are described as aggressive or anxious, attention disordered or affectionless, unmotivated or uncooperative, drug abusers or dropouts (Brendtro, Brokenleg, & Van Bockern, 1991). Such terms are either overtly hostile or covertly patronizing in the long established tradition of blaming the victim. Our growing understanding of self-fulfilling prophecies or the "Pygmalion effect" clearly signals the deleterious effects of pessimistic approaches to children.

Special education has traditionally grounded its methodologies and theories in empiricism (Heshusius, 1986; Reid, Robinson, & Bunsen, 1995). Professional texts in special education, mirroring this empirical epistemology, do not fully engage readers in confronting stereotypes or in examining their own attitudes and expectations toward youth with disabilities (Bower, 1981, p.5; Landau, Epstein, & Stone, 1978, p.xii). Empiricism is aimed at collecting and refining data, discovering correlations, and formulating testable empirical generalizations, hypotheses, and models toward the discovery of law like principles. Within this world view, the teacher's task is to study children deductively, independently, with neutrality, and controlled subjectivity. The professional text, bound by form and intent, offers a range from formal discourse to narratives of educational phenomena that can "name" a problem or a solution but cannot embody a potential experience that can be realized in the imaginative participation of the

reader's experience (Kasprisin, 1987).

William Morse (1981, p.vi), a leader in the field of special education, maintains the professional text has largely left out the "person," and that one way to "know" children and youth is to experience their lives through literature. Vivian Paley iterates Morse's point of view, stating "none of us are to be found in sets of tasks or lists of attributes, we can be known only in the unfolding of our unique stories within the context of everyday events" (1990, p. xii).

According to Bower (1981) and Long, Morse, and Newman (1996), the use of literature may be one imaginative way to provoke reflection in teacher education students, which in turn, might improve expectations and responses toward children with disabilities. Imaginative literature provides an intimacy where we can learn how a child with a disability views himself or herself and what he or she has in common with all of us becomes clear. Differences take on less importance and stereotypes and categories of all kinds become less relevant. As an advocate for the use of literary texts in medical education, Trautmann (1982) maintains that literature provides a more imaginative world than the professional text, broadening and heightening our view of the world, offering psychological and moral journeys, with impasses and breakthroughs, with decisions made and destinations achieved. Coles (1989, p.181), a psychiatrist, notes that literature has a moral force, a visionary side. Wear (1989) proposes that literary texts can portray the difficult and frequently unexamined complexities of the lives of children and their teachers in ways that are inaccessible in the more clinical third person language of the professional text.

As Bruner (1985) indicated, there are different ways to learn. He suggested that as learners, we may have come to value only one kind of thinking, the linear or the logical.

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He emphasized, however, two modes of learning: the narrative and intuitive as well as the logical and scientific, each differing radically in the way it establishes truth. According to Bruner, one verifies by appealing to the formal verification practices of empirical proof, while the other establishes nonproof likenesses. The logical/scientific mode leads to textbooks and journal articles, while the narrative/intuitive leads to stories and drama dealing with the human situation. The two modes utilize language differently, the logical mode uses precise, descriptive language leading to cause, the narrative mode uses imaginative language dealing with intention. They constitute two simultaneous landscapes, which, if we are to really understand reality, must both include the way we view the world.

If one subscribes to the epistemological positions put forth by Bower, Morse, and Long - i.e., use of literature in teacher education facilitates positive attitudes toward children with disabilities, then a tentative but testable hypothesis can be put forward. Does a significant relationship exist between reading literature about children with disabilities and attitudes toward children with disabilities? The present article will present evidence that addresses this question.

Experiment I

Method

Marlowe and Maycock (1996) examined the effects of a literary text based course module in changing preservice teachers' attitudes toward children with disabilities. Using random selection of intact groups, the experimental (n =20) and control groups (n = 18) were students enrolled in separate sections of an introductory course in teacher education, "Introduction to Teaching." There were 18 regular education majors and two special education majors in the experimental group and 16 regular education majors and two

special education majors in the control group. The four semester credit hour course is a prerequisite for all undergraduate majors in teacher education at Appalachian State University. The course provides the conceptual basis for understanding teaching as a profession and is designed to examine issues in teaching and learning with a six week module devoted to teaching children with disabilities. The senior author taught both sections.

A 7-point semantic differential (Osgood, Suci, & Tennenbaum, 1957) "survey of characteristics of children with disabilities" was devised to measure preservice teachers' attitudes. The semantic differential consisted of 20 paired bipolar adjective scales, divided into seven intervals, including traits and format common in stereotype studies (e.g., Lalonde & Gardner, 1989). This study's semantic differential contained eight evaluative scales (good-bad, sad-happy, pleasant-unpleasant, fair-unfair, knowledgeable-unknowledgeable, predictable-unpredictable, uncooperative-cooperative, and different-alike), five potency scales (small-large, strong-weak, thin-thick, light-heavy, and fresh-stale), and seven activity scales (fast-slow, active-passive, cold-hot, responsive-unresponsive, dull-bright, exciting-boring, and static-developing). The use of bipolar rating scales is a common tool for assessing perception of attributes. Crites, Fabrigar, and Petty (1994) examined the feasibility of constructing reliable and valid indices of the affective and cognitive properties of attitudes. They found that the semantic differential showed high levels of internal consistency, good convergent and discriminant validity, is applicable to multiple objects, and has stable psychometric properties across different attitude objects.

Preservice teachers rated children with disabilities on each of the twenty paired items. Subjects were given a forced choice response. On a scale that ranged from 1 to 7, students

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were asked to judge a child with a disability, for example, as either uncooperative or cooperative. Preservice teachers completed the surveys during the first and last weeks of the six week modules.

Course objectives for both sections of the module included several ways to reduce negative and stereotyping attitudes toward children with disabilities by (a) establishing a sense of community and open discussion in the university classroom; (b) promoting critical thinking and self-examination by knowing one's own values, assumptions, and biases regarding disabilities as well as examining the beliefs of mainstream culture; and (c) advocating social responsibility and change agentry on behalf of children with disabilities. Nieto, Young, Tran, and Pang (1994) further articulate this three step process.

The professional texts for the control group module were textbook chapters from Education of Emotionally Disturbed Children (Paul & Epanchin, 1991), Teaching Special Students in the Mainstream (Lewis & Doorlag, 1991), Effective Programs for Students at Risk (Slavin, Karweit, & Madden, 1989) and Exceptional Children: An Introductory Survey of Special Education (Heward & Orlansky, 1992). The textbook chapters provided definitions, characteristics, and etiologies of disabling conditions, and provided information on how to modify and adapt curriculum, instruction, and learning environments. Assignments included panel discussions on course topics and writing six one to two page response papers where students responded to specific questions based on the content of the textbook chapters, e.g., How can teachers modify large group instruction to meet the instructional needs of mainstreamed children? How can teachers promote the peer acceptance of children with disabilities in the regular classroom?

The literary texts for the experimental group module were two trade books by Torey

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Hayden, One Child (1980) and Somebody Else's Kids (1978). The Hayden texts are intimate first person accounts of classroom life with children whose lives are marked by emotional and behavioral disorders, learning disabilities, communication disorders, delinquency, autism, depression, anger, and defeat. These personal stories illuminate the strength and richness of the relationships between teachers and their students and contextualize the social and classroom lives of children with disabilities. The two trade books served as the primary source for class lectures and discussion, and the teacher--student encounters in the texts served as springboards for inquiry and critique of theory and practice in the education of children with disabilities. Assignments included panel discussions on course topics using the trade books as reference points and the writing of response papers, three to five pages in length, on each of the trade books, where students responded to specific questions, e.g., Describe Torey Hayden's use of cross-age peer tutoring to individualize instruction? Cite specific examples. What other strategies did she employ to create classroom community?

Results

Semantic differential data were analyzed using analysis of covariance (ANCOVA) procedures to determine if significant differences between experimental and control group post-test scores were present. Separate analyses were conducted for each of the 20 bipolar adjective scales as well as an analysis with all scales combined. Pretest scores were used as covariates. Examination of individual scales with ANCOVA showed that literary texts had a significant effect on changing preservice teachers' perceptions of children with disabilities to being more good, strong, heavy, predictable, responsive, cooperative, and exciting. The ANCOVA for combined scales showed a significant difference between the experimental and control group posttest scores ($F = 15.83$, $p =$

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01), indicating literary texts had a positive effect on changing attitudes toward characteristics of children with disabilities.

Experiment II

Method

Literature's influence on preservice teacher attitudes toward children with disabilities was also examined in a second study with special education majors enrolled in separate sections of an introductory course in the education of children with emotional and behavioral disorders (Marlowe, Maycock, Palmer & Morrison, 1997). Using the same random selection procedures and semantic differential scales used in Experiment I, experimental (n = 32) and control (n= 30) groups completed a survey of characteristics of children with emotional and behavioral disorders. Preservice teachers completed the surveys during the first and last weeks of the 15-week semester. The senior author taught both sections, and the three step process to reduce negative and stereotyping attitudes used in Experiment I (Nieto et al., 1994) was employed in both sections.

The professional text for the control group was James Paul and Betty Epanchin's (1991) textbook, Educating Emotionally Disturbed Children and Youth. The textbook served as the primary source for class lecture and discussion. The text is divided into three parts. Part One discusses the historical, professional, and social contexts for the field. Part Two presents the major theoretical perspectives of the field. Part Three deals primarily with the applied areas of assessment, behavior management, instruction, and teaching social behavior. The structure of the book and the perspective of each chapter seek to present an integrated view of theory and practice and to provide the beginning student with the basic information needed to understand the field and to begin professional studies in the education of children with emotional and behavioral disorders.

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Assignments included panel discussions of course topics and writing two research papers, eight to ten pages in length, on student selected educational strategies, e.g., self-control curriculum for acting-out children, teaching social skills through cooperative learning strategies.

The literary texts for the experimental group were three trade books by Hayden, One Child, Somebody Else's Kids, and Murphy's Boy (1983), and two trade books by Mary McCracken, City Kid (1982) and Lovey (1977). Like Hayden's texts, McCracken's writings are intimate first-person accounts of classroom life with children whose lives are marked by emotional and behavioral disorders and other disabilities. The five trade books served as the primary source for class lectures and discussion, and the texts' teacher-student encounters served as springboards for inquiry and critique of theory and practice in the education of children with emotional and behavioral disorders.. Assignments included panel discussions on course topics using the trade books as reference points and writing response papers on each of the five texts where students responded to specific questions, e g., describe Mary McCracken's use of positive reinforcement in designing a remedial reading program for Luke in City Kid; how did Torey Hayden disengage from the conflict cycle with Tomaso in Somebody Else's Kids?

Results

Semantic differential data were analyzed using analysis of covariance (ANCOVA) to determine if significant differences between experimental and control group posttest scores were present. Examination of individual scales with ANCOVA showed the literary texts had a significant effect on changing preservice teachers' perceptions of children with emotional and behavioral disorders to being more good, happy, pleasant, large, thick, hot, knowledgeable, bright, cooperative, exciting, and developing. The

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ANCOVA for combined scales showed a significant difference between the experimental and control group posttests ($F = 9.86$. $p < .01$) indicating literary texts had a positive effect on changing attitudes toward characteristics of children with emotional and behavioral disorders.

Discussion

Taken together these experimental results provide pilot evidence for using imaginative literature in teacher education to promote acceptance of children with disabilities. Agreement exists, though, that attitudes and behavior are not associated (Altemeyer, 1988), and these findings should be viewed accordingly. However, teacher attitudes remain very influential in relationship building, student motivation, and the success of inclusive education for students with disabilities (Stoddard, Hewitt, O'Connor, & Beckner, 1996).

A second limitation of this research is that the focus was to change attitudes. A more comprehensive analysis given the importance of both humanistic and scientific knowledge would have included measures designed to determine both knowledge and attitudes. Clearly, measuring attitudinal shifts is biased towards the use of stories and novels, as reading imaginative literature taps both the cognitive and affective components of the individual.

Given the above, there may be several reasons why group differences in attitude occurred. First, in depicting children with disabilities, a literary account is more vivid than the professional text because literature provides a more fully imagined world, generally much more complete than our own. Imaginative literature can mirror the drama of inner lives, and a richer and more poignant understanding of human essence is possible. Within this context, students may acknowledge their beliefs and behaviors

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toward children with special needs with greater reflection than before.

Second, imaginative literature provides us with a more humane and optimistic view of atypical youth than found in most professional publications. Consider the following comparisons of descriptions of youth with emotional and behavioral disorders in the introductory chapter in the Paul and Epanchin text and in Hayden's preface to One Child.

"Many emotionally disturbed children have long-standing patterns of defiant and disruptive behavior. These children are particularly upsetting to teachers because they challenge the teacher's role and threaten the order and composure of the classroom. Some of these children exhibit the feelings needed to get what they want (i.e. to manipulate others), but they don't experience the feelings. These children are often able to identify weaknesses in the teacher and exploit them.... These children may be at high risk for delinquency later in life . . . and seem to have little sense of right or wrong or guilt and are least responsive to psychological treatment and educational remediation" (Paul & Epanchin, 1991, pp. 19-20).

Hayden, who spent numerous years as a teacher, psychologist, and researcher with troubled youth, provides a far different portrait:

"They are simply children, frustrating at times as all children are. But they are gratifyingly compassionate and hauntingly perceptive. Madness alone allows the whole truth to be spoken. But these children are more. They are courageous. While we turn on the evening news to hear of new excitements and conquests on the distant front, we miss the real dramas that play themselves out amongst us. This is unfortunate because there is bravery here unsurpassed by any outside event. Some of these children live with such haunted nightmares in their heads that every move is fraught with unknown terror. Some live with such violence and perversity that it cannot be captured in words. Some live

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without the dignity accorded animals Some live without love. Some live without hope. Yet, they endure. . . This book tells of only one child. . . It is an answer to the question of frustration in working with the mentally ill. It is a song to the human soul, because this little girl is like all my children. Like all of us. She is a survivor" (1980, p.8).

While one may argue this is just realism versus idealism, these are profoundly different ways of describing the same reality. One distances the reader from the subject, the other draws the reader close. An examination of the history of childhood in Western society shows that negative attitudes toward difficult youth are deeply embedded in the cultural milieu (Szasz, 1970, pp. 147-148) The professional text, bound by regulations about human experimentation, the collection of systematic and objective data, reliance on facts that can be measured, and statistical models, contributes, perhaps unwittingly, to our culture's blunted, restricted, and alienated view of youth with disabilities.

Third, the structure of the literary texts may have served to provoke more reflection about children's capacity to change. Stories are not crystallized; they are fluid and serve as a metaphor for change. The personal stories of Hayden and McCracken harbor a deep confidence in human potential and the predisposition of children to act wisely given the psychological opportunity to do so.

Fourth, reading Hayden and McCracken may have created a bibliotherapeutic effect. Bibliotherapy may be defined as a process of dynamic interaction between the personality of the reader and the text - interaction which may be utilized for personality assessment, adjustment, and growth. Bibliotherapy may be explained theoretically in terms of identification, catharsis, and insight. In such psychoanalytic terms, bibliotherapy becomes a process of identifying with another character or group so that feelings are released and the individual develops a greater awareness of his/her own motivations and

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rationalizations for his/her behavior (Shrodes, 1978).

In this light, Marlowe (1999) using the Colazzi method (1978), analyzed journal data from 150 inservice teachers in regular and special education who had read, discussed, and journaled about the works of Hayden and McCracken. The Colazzi method consists of six steps: dwelling with the data, extracting significant statements, formulating meanings, organizing the meanings into clusters of themes, creating an exhaustive description of the phenomenon, and reducing the description to a statement of the fundamental structure of the phenomenon. The structure of the teachers' experience of reading Hayden and McCracken was one of self recognition evolving into ways of feeling and knowing, thus reflecting the three stages of bibliotherapy. In terms of self-recognition or identification teachers noted admiration for McCracken and Hayden's character (several referred to the authors as their new heroines) and reported analyzing their own attitudes toward children with disabilities against the frameworks of the authors' beliefs and practices. Regarding feeling or catharsis, teachers wrote they shared the authors' motivations and conflicts and vicariously experienced their emotions. They described feelings of release or relief, while they were reading, "as if burdens had been lifted from my shoulders," as if wool had been pulled from over my eyes." As one teacher wrote about One Child, "I cried and jumped for joy throughout the book." Regarding knowing or insight, teachers reported gaining understanding about themselves, the inner lives of children, and their own teaching strengths and limitations. Understanding included bringing feelings and ideas to the surface and clarifying and crystallizing ideas and feelings

Marlowe and Maycock (in press) examined the phenomenology of bibliotherapy and its effects in changing 29 preservice special education teachers' punitive attitudes toward children. Subjects completed beginning and end of course self-reports of punitiveness and

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a questionnaire measuring the bibliotherapeutic impact of reading five Hayden texts. A modest decrease in self-reported punitiveness (11%) correlated significantly with self recognition, ways of feeling, and ways of knowing in reading Hayden. All three bibliotherapeutic stages were significantly correlated , thus lending support to the healing pathway of bibliotherapy as described by Shrodes (1978).

It is important to iterate, however, that literary accounts of individuals with disabilities may also be subject to shortcomings. The content of trade books and novels written about individuals with disabilities must be scrutinized, since literary texts may present stereotypes as well as inaccurate information. Biklen and Bogdan (1982) have identified ten major media stereotypes found in novels, plays, films, and television dramas about individuals with disabilities which must be considered when selecting instructional media. One only has to recall John Steinbeck's novel, Of Mice and Men, and Steinbeck's portrayal of the big and powerful Lennie whose retardation made him unable to distinguish between stroking a woman's hair and strangling her. This image may help pass bans on executing people with retardation, but it will set back efforts to persuade neighborhoods to welcome group homes and businesses to accept workers with retardation.

Informal end of course discussions by experimental group members in both experiments indicated the "day to day stories" of classroom particulars in the literary texts served as experiential backgrounds and springboards for the examination and understanding of pedagogical issues. Story is a basic way of processing information (Hardy 1977), and both children and adults find it much easier to remember and use didactic information presented in story format rather than as a categorized list (Bretherton, 1984, p. 76). As one student commented, " McCracken and Hayden's books

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made the abstract concrete."

As might be expected, experimental group members voiced a preference for reading trade books rather than professional texts routinely assigned in teacher education courses. While textbooks were seen as having value, they were also described as "dull," "sanitized," and "encyclopedic." Unsurprisingly, the above described sterile content of textbooks has been widely cited by researchers as one reason why student teachers and beginning teachers perceived a lack of continuity between practices taught in university classes and teaching experiences (Katz & Rath, 1982; Carter & Richardson-Koehler, 1989; Pinnegar & Carter, 1990).

Implications

Many teachers have not accepted responsibility for students at risk of school failure because of disabilities (Rojewski & Pollard, 1990; Goodlad & Field, 1993). Welch and Sheridan (1993) suggest that teacher education courses and textbooks on exceptionalities focus primarily on legislation, characteristics, and traditional categories, essentially perpetuating stereotyped beliefs and attitudes and reinforcing perceived differences. Teacher educators must reexamine how they prepare preprofessionals to meet the challenges of serving students with disabilities. They might begin by acknowledging the role of imaginative literature in providing a broader perspective of student diversity.

Reading imaginative literature allows for addressing the affective and interpersonal dimensions of teaching as well as the acquisition of skills. While affective goal setting does not often occur in teacher education (Rogers & Webb, 1991), developing an ethic of caring should be the central activity of teacher education (Noddings, 1986; Noblit, 1993). Relationship variables, caring, empathy, self-awareness, acquisition of knowledge and skills, insight, and so on all exist within the covers of imaginative literature. They lie,

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inert, awaiting the engagement of the reader's mind and the stimulation of thoughts and feelings.

The opportunities for using imaginative literature in teacher education are limited only by the issues addressed in the curriculum itself. In coursework examining cultural differences, for example, the Bluest Eye by Toni Morrison and I Know Why the Caged Bird Sings by Maya Angelou could be used to illuminate how racism and poverty impact self-concept, learning, peer group interactions, and family dynamics. For classroom management classes LouAnne Johnson's Dangerous Minds portrays the enormous complexities influencing the teacher-student relationship as well as the consequences of choices we make as we shape ourselves and allow ourselves to be shaped as teachers. And for foundation classes in schools and society Tracy Kidder's Among Schoolchildren and Michael Rose's Lives on the Boundary portray teachers struggling with the malaise of twentieth century American life.

While not downplaying or usurping the importance of pedagogy, the literary text can complement, enlarge, and personalize the issues suggested by the professional text. Bower (1981, p.5) notes that teacher education in the field of exceptional children needs to search for a balance between the artistic/literary and the empirical/scientific. Each approach represents a kind of "knowing" essential to teacher education. The multiple mirrors of children' s worlds provided by literary and professional texts offer synergetic possibilities to readers and can serve to stimulate greater reflection about one's beliefs and practices.

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Experiment I

Group Pre and Posttest Means and Standard Deviations: Semantic Differential Scales (Range 1-7)

Posttest	Experimental				Control			
	Pretest		Posttest		Pretest		Posttest	
	M	SD	M	SD	M	SD	M	SD
Good-Bad	3.0	1.0	2.1	1.0*	3.1	0.9	2.5	1.0
Sad-Happy	3.6	0.9	4.8	2.0	3.9	1.0	4.2	1.5
Pleasant-Unpleasant	3.7	0.6	2.6	1.2	3.2	1.1	2.4	0.8
Fair-Unfair	3.4	1.0	3.0	1.6	2.6	1.1	2.6	1.3
Small-Large	4.0	1.0	4.7	1.5	4.0	0.8	4.4	1.0
Strong-Weak	3.9	0.9	2.8	1.5*	3.8	0.9	4.2	1.1
Thin-Thick	3.8	1.1	4.8	1.2	4.2	0.9	4.2	1.0
Light-Heavy	3.8	1.8	4.8	1.5**	3.8	0.9	3.9	1.1
Fast-Slow	3.0	0.7	3.3	2.0	3.3	0.8	3.2	0.8
Active-Passive	3.0	1.4	2.3	1.6	3.0	1.2	2.6	1.3
Cold-Hot	3.7	1.2	5.1	1.6	4.4	0.9	4.8	1.1
Fresh-Stale	3.7	0.9	2.0	1.1	2.9	0.9	2.8	1.2
Knowledgeable-Unknowledgeable	3.7	0.6	2.3	1.0	3.2	1.0	2.9	1.1
Predictable-Unpredictable	4.4	1.1	3.8	1.5**	4.2	1.0	3.6	1.1
Responsive-Unresponsive	4.0	0.8	3.1	1.3**	3.4	1.1	3.1	1.1

Different-Alike	2.9	1.3	2.6	1.6	3.3	1.3	3.6	1.4
Dull-Bright	4.3	0.9	5.3	1.1	4.4	1.0	5.1	0.7
Uncooperative-Cooperative	3.5	1.0	5.0	1.1**	4.4	1.2	4.9	1.2
Exciting-Boring	3.1	1.3	2.0	1.3*	2.8	1.0	2.6	1.3
Static-Developing	5.0	1.0	6.0	1.4	5.3	0.9	5.9	1.1

*p<.05, **p<.01

Experiment II

Group Pre and Posttest Means and Standard Deviations: Semantic Differential Scales (Range 1-7)

	Experimental				Control			
	Pretest		Posttest		Pretest		Posttest	
	M	SD	M	SD	M	SD	M	SD
Good-Bad	3.0	1.3	1.9	0.9**	2.9	1.3	2.4	1.2
Sad-Happy	3.7	0.9	5.5	1.8**	3.7	1.4	4.3	1.5
Pleasant-Unpleasant	3.7	1.2	2.8	1.3*	3.8	1.8	3.4	1.7
Fair-Unfair	3.8	0.9	3.4	1.5	3.5	1.0	3.2	1.3
Small-Large	3.7	1.2	4.2	1.3*	3.7	1.1	4.1	1.5
Strong-Weak	3.8	0.7	2.9	1.3	3.9	1.0	3.5	1.0
Thin-Thick	3.6	0.9	4.7	1.3**	3.8	1.3	4.4	1.1
Light-Heavy	3.8	1.0	4.2	1.5	4.0	1.3	4.2	1.0
Fast-Slow	3.4	1.3	3.2	1.6	3.2	0.7	2.9	1.1
Active-Passive	3.0	1.4	2.3	1.6	3.0	1.2	2.6	1.3
Cold-Hot	3.7	1.2	4.7	1.8*	4.3	1.4	4.9	1.6
Fresh-Stale	3.5	1.2	2.5	1.5	3.3	1.0	3.1	1.1
Knowledgeable-Unknowledgeable	4.0	1.0	2.8	1.5**	3.5	1.0	3.2	1.4
Predictable-Unpredictable	4.5	1.3	4.4	2.3	4.3	1.1	4.1	1.7
Responsive-Unresponsive	4.0	1.7	3.2	1.4	3.3	0.9	3.3	1.5
Different-Alike	3.3	1.5	2.3	1.4	3.2	1.5	3.6	1.6
Dull-Bright	4.1	0.9	5.7	1.5*	4.5	0.8	4.8	1.4
Uncooperative-Cooperative	3.6	0.8	5.0	1.4*	4.0	1.2	4.1	1.3
Exciting-Boring	3.2	1.4	2.4	1.3*	3.2	1.2	3.2	1.7
Static-Developing	5.1	1.3	6.0	1.7*	4.9	1.4	5.6	1.2

*p<.05, **p<.01